

AGENDA
ACADEMIC PLANNING AND PRIORITIES COMMITTEE

September 20, 2017
2:30 pm | Room A225/A229

1. CALL to ORDER

2. ITEMS for ADOPTION

2.1. Agenda – 2017 09 20

2.2. Minutes – 2017 05 10 pg. 2

3. BUSINESS

2:35 pm 3.1. Provost’s Report

2:45 pm 3.2. Program Review Academic Unit Handbook - Peter pg. 5

3:00 pm 3.3. Revised Program Report & Plan - Eric pg. 32

3:10 pm 3.4. Institutional Priorities - Eric..... pg. 38

3:30 pm 3.5. Formation of the APPC Expedited Review Standing Committee - Eric

4. ADJOURNMENT and NEXT MEETING

Next Meeting: October 18, 2017, 2:30 – 4:30pm, A225/A229

5. INFORMATION ITEMS

5.1. Research Space Criteria and Principles pg. 43

5.2. APPC website: <http://www.ufv.ca/senate/standing-committees/appc/>

MINUTES - DRAFT
ACADEMIC PLANNING AND PRIORITIES COMMITTEE

May 10, 2017
3:30pm – Rivers Dining Room, CEPT

Present: E. Davis (Chair), M. Walter (Vice-Chair), B. Poettcker, R. Kelley, J. English, T. Cooper, S. MacPherson, M. MacDougall, C. Laird, P. Geller, P. Wilson, M. Wideman, D. McGuire, F. McQuarrie

Regrets: G. Palmer, E. Spalding, S. Canning, S. Sheffield, W. Cavers, V. Dvoracek, A. Chan, S. Hardman, M. Bos-Chan, B. Seo, J. Nolte, A. Steegstra, A. Wiseman

Guests: F. Ulbrich, PWG Chair, Master of Finance

Recorder: D. Hawkes

1. CALL to ORDER

The meeting was called to order at 3:30pm

2. ITEMS for ADOPTION

2.1. Agenda – 2017 05 10

MOTION:

It was moved and seconded that APPC approve the 2017 05 10 agenda as presented.

CARRIED

2.2. Minutes – 2017 04 12

MOTION:

It was moved and seconded that APPC approve the 2017 04 12 minutes as presented.

CARRIED

3. BUSINESS

3.1. Provost's Report

No report.

3.2. New Program - Master of Finance

The committee reviewed the documents provided for the new Master of Finance, and F. Ulbrich presented the background information and answered questions from the committee.

MOTION:

It was moved and seconded that APPC recommend to Senate, the approval of the new Master of Finance.

CARRIED

3.3. Review of Concept Papers

The committee reviewed the Provost's recommendations and the accompanying concept papers. The concept papers recommended for approval to Senate will be included in the Program Report and Plan 2017.

MOTION:

It was moved and seconded that APPC recommend to Senate the approval of the Concept Paper for the Bachelor of Kinesiology, Active Health Option, with considerations and development timeline noted in the Provost's recommendation.

CARRIED

MOTION:

It was moved and seconded that APPC recommend to Senate the approval of the Concept Paper for the Diploma in Applied and Technical Studies, with considerations and development timeline noted in the Provost's recommendation.

CARRIED

MOTION:

It was moved and seconded that APPC approve the extension of deadline for the following previously approved concept papers, as recommended by the Provost, for inclusion in the Program Report and Plan 2017: BFA Major in Graphic and Digital Design (GDD), Activity Aid Certificate Program, Bachelor of Commerce in Fashion, and Bachelor of Applied Management.

CARRIED

3.4. Program Report and Plan 2017

The committee reviewed the Program Report and Plan 2017. A couple minor editorial changes were suggested and made. It was noted that 3 programs listed on the PRP are due to receive approval of their discontinuance by the Board in May 2017.

MOTION:

It was moved and seconded that Senate recommend approval of the Program Report and Plan 2017, as amended, to the Board of Governors, with the inclusion of the recommended concept papers, extension deadlines, and noted programs that are expecting Board approval of their discontinuance in May 2017.

CARRIED

3.5. Ed Plan Update

MOTION:

It was moved and seconded that Senate recommend approval of the Ed Plan Update as submitted to the Board of Governors.

CARRIED

3.6. Internationalization Goals

MOTION:

It was moved and seconded that APPC recommend to Senate, the approval of the Internationalization Goals as presented.

CARRIED

3.7. Vice-Chair of APPC for 2017/18

It was noted that Heather Davis-Fisch would not be returning as Vice-Chair of APPC. Melissa Walter put her name forward to continue as Vice-Chair in 2017/18 and was acclaimed.

4. ADJOURNMENT and NEXT MEETING

The meeting was adjourned at 4:35 pm.

Next meeting: May 31, 2017, 2:30 – 4:30pm, A225/229

5. INFORMATION ITEMS

- 5.1. Suspension – 2017 intake of the Hospitality Event Management Post Degree Program
- 5.2. Request for program name change – English as a Second Language (ESL)
- 5.3. Minutes from in-camera APPC meeting March 15, 2017
- 5.4. APPC website: <http://www.ufv.ca/senate/standing-committees/appc/>

To: Eric Davis, Chair, APPC
From: Peter Geller, Vice Provost & Associate Vice President, Academic
Date: September 12, 2017
Re: **Academic Program Review Unit Handbook**

Background

With the approval by Senate of the revised Academic Program Reviews Policy (189) in May 2016, work was undertaken to revise the Process Guide to reflect the new policy (and a new title of Academic Program Review Unit Handbook proposed). An ad hoc group of Sue Brigden, Heidi Cain, Peter Geller, Sylvie Murray, and Jacqueline Nolte have developed the revised Handbook. Fiona McQuarrie, Acting Program Development and Quality Assurance Coordinator has also provided input.

As per the policy, the Provost and Vice-President, Academic, in consultation with the Academic Planning and Priorities Committee, will authorize the Procedures. A draft version of this document was distributed to APPC for consultation via email in June 2017. The final version of the Academic Program Review Unit Handbook, 2017-18 is provided to APPC for consultation.

Revised Academic Program Review Unit Handbook

The key changes are to Appendix 2: Contents and Requirements of the Self Study Report. This section now aligns with the rest of the Handbook, particularly the material related to the Curriculum Quality Principles. Reference is also made to the resources developed by Teaching and Learning to support the Principles (see *Handbook to Accompany Guiding Principles for Quality Curriculum*, <https://ufv.ca/media/assets/teaching--learning-centre/images/Handbook-to-Accompany-Guiding-Principles-for-Quality-Curriculum.pdf> and *Developing Learning Outcomes: A Guide for the University of the Fraser Valley*, <https://www.ufv.ca/media/assets/teaching--learning-centre/forms/Developing-LearningOutcomes-booklet.pdf>).

Requested Action

Review of Academic Program Review Unit Handbook in light of the revised Academic Program Reviews policy. As this new handbook is being introduced for the 2017-18 academic program review cycle, any further revisions will be introduced for the 2018-19 academic year.

Attachments

1. Academic Program Review Unit Handbook 2017-18
2. Academic Program Reviews Policy (189)

ACADEMIC PROGRAM REVIEWS

Approval Authority	Senate
Responsible Executive	Provost and Vice-President, Academic
Related Policies / Legislation	Board policy direction University Educational Directions and Planning (BPD-202) <i>University Act, s 35.2 (6) (f)</i> Undergraduate Course and Program Approval policy (21) Graduate Course and Program Approval policy (209)

PURPOSE

This policy is to ensure accountability of academic programs and programming through the regular and systematic reviews of the objectives and delivery of programs and programming at UFV.

SCOPE

This policy applies to all programs and programming at UFV, and to academic units that are responsible for, or contribute to, their delivery.

DEFINITIONS

In this policy, the following definitions apply:

Academic unit: An administrative grouping that delivers or contributes to the delivery of programs and programming.

Institutional Learning Outcomes (ILOs): Set of abilities, skills or competencies that each UFV graduate is expected to demonstrate.

Program: A collection of courses and associated requirements offered as a credential or an option within a credential. This includes, but is not limited to, a certificate, diploma, minor, extended minor, major, honours, degree, specialization, option, or concentration.

Programming: a set of related measures, events, activities, service courses or programs in support of a particular institutional priority or attainment of competencies (numerical, communications) across programs.

POLICY

An academic program review is the administrative process that provides a systematic quantitative and qualitative review of the objectives and delivery of programs and programming.

Academic program reviews will:

- foster ongoing improvement of their quality;
- enhance their contribution to the university's strategic goals, vision, mission, plans and values;
- align with Institutional Learning Outcomes;
- achieve and maintain high standards of educational practices;
- achieve and maintain high professional standards, as recognized by the disciplinary and/or accrediting bodies; and
- ensure an adequate and effective utilization of resources.

All academic programs and programming will normally undergo a review every seven to eight years, or at any time if it is requested by the Dean or Provost and Vice-President, Academic.

Academic program reviews shall be carried out under the general supervision of the Dean responsible for the program and the Provost and Vice-President, Academic.

At the discretion of the Provost and Vice-President, Academic, the accreditation of professional school(s) or program(s) may serve as a component of an academic program review.

The results of an academic program review are communicated to the university at large, through the Senate and its committees, as relevant to these committees' respective responsibilities, with due consideration given to confidential information. A summary of the review is made publicly available.

REGULATIONS

The review of programs or programming will include the relevant academic units that are responsible for, or contribute to, their delivery.

The main elements of the review process are:

- 1 A scope letter;
- 2 A self-assessment of the program or programming by the unit(s) delivering the program;
- 3 A site visit and assessment report by the review committee;
- 4 A report and action plan prepared by the unit(s) and the Dean in response to the review within three months of receipt of the review report;
- 5 A summary of the review for public distribution; and
- 6 A progress report on the action plan submitted by the Dean to the Provost within 12-18 months of the review.

The order in which programs and programming are reviewed will be determined by the Provost and Vice-President, Academic in consultation with the Deans of the respective Faculties/College, and will form part of an institutional multi-year program review plan. Under exceptional circumstances, a Dean may request a review of a particular program or programming.

The Provost and Vice-President, Academic, in consultation with the Academic Planning and Priorities Committee, will authorize Procedures under this policy. These may include detailed criteria for the review that are within the scope of this policy.

APPENDICES

N/A

**Academic Program
Review
Unit Handbook**

2017-2018

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An electronic version of this handbook and related documents available at: <http://www.ufv.ca/provost/program-reviews/>

INTRODUCTION

The university is committed to offering academic programs of the highest quality and standards. To this end, in January 2009, the Senate and the Board of Governors adopted a new policy on Academic Program and Unit Reviews (Policy Number 189). A policy revision, including a change to the title to *Academic Program Reviews*, was completed in June 2016. This handbook reflects the changes made as part of the 2016 policy revision. The policy can be found on the UFV Secretariat Policies page at the following link: [http://www.ufv.ca/media/assets/secretariat/policies/Academic-Program-Reviews-\(189\).pdf](http://www.ufv.ca/media/assets/secretariat/policies/Academic-Program-Reviews-(189).pdf)

UFV's *Academic Program Reviews* policy requires the regular and systematic review of the objectives and delivery of all academic programs and programming, and of the academic units that are responsible for, or contribute to, their delivery. All programs will normally be reviewed every seven to eight years in accordance with an institutional multi-year schedule. Under exceptional circumstances, a Dean or the Provost may also request a review of a particular program or programming. The Program Review is the central moment in an ongoing process of program monitoring and improvement aimed at strengthening a culture of continuous improvement throughout the institution.

This handbook was developed to assist the schools, departments and units as they become engaged in the program review process. It explains the purpose of the review, including the elements of program performance that will be assessed, and the process that all reviews must follow in accordance with the policy regulations and provincial expectations. Section A: "Purpose of the Reviews" is structured to reflect UFV policy and the *Guiding Principles for Quality Curriculum* approved by Senate in June 2016 (hereafter *Quality Curriculum Principles*). Consulting the [Guiding Principles for Quality Curriculum](#) developed by Teaching and Learning, and [Developing Learning Outcomes: A Guide for the University of the Fraser Valley](#) will ensure that the curriculum is well designed.

It is important to note that the cyclical review of academic programs, like the approval of new programs, is provincially regulated and expected for all credentials (this includes certificates and diplomas). Starting in 2016, a Quality Assurance Process Audit (QAPA) was introduced to ensure that post-secondary institutions: a) continue to meet program review policy requirements; b) have and continue to meet appropriate program review processes and policies for all credential programs; and c) apply their quality assurance process and respond to review findings appropriately. UFV's *Academic Program Reviews* policy and process conforms to these requirements.

Please consult <http://www.ufv.ca/provost/program-reviews/> for additional information and resources about the UFV program review process and the provincial framework (policy 189, review schedules, summaries of completed reviews, QAPA, templates).

Advice on all aspects of the review process can be obtained from the Office of the Vice-Provost and Associate Vice-President, Academic and the Dean of your Faculty or College.

The Program Review Facilitator and Assistant are available to guide you through the review process. The university's Institutional Research and Planning office and the Finance and Administration office will also provide assistance and data in support of the review.

Program Accreditation and UFV Academic Program Review

In accordance with UFV policy and the Ministry requirements, review for (or renewal of) accreditation of professional school(s) or program(s) may serve as a component of an academic program review, but they do not replace the latter. The Provost and Vice-President, Academic will decide, in consultation with the Dean of the area, whether the accreditation review covers all or part of UFV's academic program review requirements.

Communication of Review Results

The results of an academic program review (and professional accreditation review, as relevant) are communicated to the university at large, through the Senate and its committees, as relevant to these committees' respective responsibilities, with due consideration given to confidential information. A summary of the review is made publicly available.

A. Purpose of the Reviews

An academic program review is the administrative process that provides a systematic quantitative and qualitative review of the objectives and delivery of programs and programming. Its purpose is to:

- foster ongoing improvement of their quality;
- enhance their contribution to the university's strategic goals, vision, mission, plans and values;
- assess and improve programs' alignment with UFV's Institutional Learning Outcomes;
- achieve and maintain high professional standards, as recognized by the disciplinary and/or accrediting bodies;
- achieve and maintain high standards of educational practices; and
- ensure an adequate and effective utilization of resources.

1. Foster Ongoing Improvement of Program Quality

In addition to their day-to-day processes of program planning and delivery, academic units must periodically have the opportunity to examine their present and planned academic activities in a more sustained and focused manner. The objective of cyclical program review is to ensure that our programs are regularly and systematically assessed so that they continue to meet the needs of our students and our community, and are of the highest quality possible.

Informed judgments and critical, analytical reflection based on empirical evidence of academic quality, and scrutinized by peers, should form the basis of academic decisions. The program review process reflects this sound basis for academic decision making. The self-study, conducted by the academic unit responsible for delivering the program, and guided by the dean responsible for the unit, is submitted to independent external scrutiny by peers with relevant professional expertise and administrative experience. A summary of the results of the review are publicly distributed as an accountability measure. The unit is expected to act on the review findings and recommendations,

and to report on its progress, typically one year after the conclusion of the review.

Ultimately, and most importantly, the faculty members' genuine and deep engagement with the ongoing improvement of the quality of their program is what makes this process meaningful.

2. Enhance the Programs' Contribution to the University's Strategic Goals, Vision, Mission, Plans and Values

An important objective of program review is to ensure that academic programs and activities are congruent with the mandate, mission and values of the university.

Units should examine how their academic programs contribute to UFV's strategic plans and initiatives, explaining both alignment and gaps with the five goals of the Education Plan for 2016-2020. (See <http://www.ufv.ca/irp/ufv-planning/>)

UFV has made a commitment to Indigenization and the inclusion of Indigenous content, curriculum, and ways of knowing. Reviews should consider the department's programming, activities, students, and staff in this regard.

3. Alignment with Institutional Learning Outcomes

This criterion corresponds to UFV's *Quality Curriculum Principles* number 1: "outcome-driven, aligned, and intentionally designed to achieve its purpose." The purpose of this criterion is to assess how well the program (e.g., certificate, major) delivers on this promise, and to improve on its effectiveness.

As noted in UFV's *Developing Learning Outcomes: A Guide for the University of the Fraser Valley* workbook, learning outcomes are a commonly accepted measure of student achievement at the post-secondary level in North America. The ILOs communicate our vision for education, provide a guide for new programs and for program review, and emphasize the commitment to accountability and quality assurance.

The ILO statement begins with an acknowledgement of our commitment to Indigenization: "The University of the Fraser Valley (UFV), located on traditional Stó:lō territory, recognizes and respects Indigenous ways of knowing. UFV is committed to providing our communities with a variety of high quality, student-centered programs that honour diversity and foster a passion for learning."

Each UFV graduate possesses the following abilities and, therefore, can demonstrate the following interconnected institutional learning outcomes:

1. Demonstrate information competency
2. Analyze critically and imaginatively
3. Use knowledge and skills proficiently
4. Initiate inquiries and develop solutions to problems
5. Communicate effectively
6. Pursue self-motivated and self-reflective learning
7. Engage in collaborative leadership
8. Engage in respectful and professional practices
9. Contribute regionally and globally.

4. Achieve and Maintain High Professional Standards, as Recognized by the Disciplinary and/or Accrediting Bodies

This criteria aligns with UFV's *Quality Curriculum Principles* number 2: "Rigorous, meeting credential-level standards recognized by the Ministry, by professions, industry, and by academic communities, and striving for excellence." It recognizes the obligations of units to ensure that the programs for which they are responsible maintain those standards.

The standards that apply will vary according to the credential level (e.g., certificate, diploma, undergraduate degree and graduate program) and to the area (e.g., whether educational programs in an area are monitored or regulated by professional bodies). Programs must also adhere to UFV internal standards (e.g, Honours Framework and Credentials policy).

Degree level standards set by the Ministry of Advanced Education are presented in Appendix 1 of this handbook and can be consulted at: <http://www2.gov.bc.ca/assets/gov/education/post-secondary-education/institution-resources-administration/degree-authorization/degree-program-criteria.pdf>

According to the Ministry's *Degree Program Review: Criteria and Guidelines* (pp. 13-18):

The focus of the degree level standards is on the expectations of graduates at each degree [e.g., bachelor or master's level]. The provincial standards stipulate the demonstrable transferable learning skills and level of mastery of a body of specialized knowledge in six dimensions:

1. Depth and breadth of knowledge;
2. Knowledge of methodologies;
3. Application of knowledge;
4. Communication skills;
5. Awareness of limits of knowledge;
6. Professional capacity/autonomy.

The credential awarded for a bachelor's degree must be designed to acquaint the student with the basic conceptual approaches and methodologies of the principal discipline or disciplines that constitute the program of study, to provide some specialized knowledge, and to nurture the capacity for independent work in the discipline/disciplines and field of practice.

All bachelor's programs are designed to provide graduates with knowledge and skills that enable them to develop the capacity for independent intellectual work.

A master's degree program builds on knowledge and competencies acquired during related undergraduate study, and requires more specialized knowledge and intellectual autonomy than a bachelor's degree program. Much of the study undertaken at the master's level will have been at, or informed by, the forefront of an academic or professional discipline. Students will have shown some originality in the application of knowledge, and they will understand how the boundaries of knowledge are advanced through research. They will be able to deal with complex issues both systematically and creatively, and they will show independent capacity in addressing issues and problems.

Area-specific standards, accreditation criteria, and/or competencies should be identified as relevant to each program.

Specific questions to consider include:

- How do your programs (including the mix of courses) compare with other programs in the province and nationally?
- In what ways are they distinct or unique?

5. Achieve and Maintain High Standards of Educational Practices

This broadly-phrased criterion is to be interpreted through UFV's *Principles for Quality Curriculum*, sections 3 to 6. Specifically, curriculum should be:

- Current, relevant, and forward-looking
- Connected to civic and personal obligations and recognizes growth as central to learning
- Flexible – It provides varied modes of delivery, recognition of prior and alternative learning experiences, and multiple program pathways.
- Inclusive – It respects and honours people's differing backgrounds, cultures, experiences, and identities as a foundation and support for each student's success. It is in compliance with human rights legislation, and reflects UFV's commitment to internationalization, Indigenization, and access.

6. Ensure an Adequate and Effective Utilization of Resources

While the focus of the review is on curricular matters, the adequacy and effective use of resources (physical, technological, financial and human) are also directly relevant to the quality of academic programs. Thus the review will consider issues such as number and expertise of the faculty and staff, whether workload allocation supports student success, and administrative policies and practices of the unit, but keeping in mind that the primary focus is on curricular improvement within existing resources.

Recommendations for improving program delivery should not rely on requests for additional resources. Within the current economic climate, we are challenged to identify efficiencies within the context of existing resources. Opportunity exists for innovative thinking regarding how resources might be shared to further both department and institutional priorities.

B. Main Steps in the Review Process

The main elements of the program review are:

1. definition of the scope of the review and initiation
2. a self-study by the unit delivering the program
3. a site visit and assessment report submitted by an external review committee
4. a report and action plan prepared by the unit and the Dean in response to the review within three months of receipt of the review report
5. a summary of the review for public distribution
6. a progress report on the action plan submitted by the Dean to the Provost within 12-18 months of the review.

1. Scope and Initiation

Orientation session: The initiation stage of the process is usually started by an orientation session with the academic unit, where the relevant policy, this guide and other tools are presented and an opportunity is provided to all participants to ask questions about the process. The session includes the following:

1. a presentation of the review process
2. a presentation of the requirements of the self-study
3. an overview of the data that will be made available by the Institutional Research & Planning office,
4. requirements of the student surveys
5. timelines for the review: A *“Timeline for Program Review”* will be provided and each department will receive a customized timeline in their Review Plan.
6. review plan.

Appointment of External Review Committee: The External Review committee normally consists of one member from UFV (outside of the academic unit being reviewed) and two members from outside of UFV.

The academic unit is expected to develop a list of at least six potential external and two potential internal reviewers. The Dean appoints the review committee. After confirmation from the Dean, the Program Review Facilitator will make contact with potential external panel members to form the external review committee. Members of the external review committee should not be in conflict of interest with members of the unit. See UFV policy 142, [Conflict of Interest](#) and also DQAB's Conflict of Interest and Confidentiality Policy (<http://www2.gov.bc.ca/gov/content/education-training/post-secondary-education/institution-resources-administration/degree-authorization/degree-quality-assessment-board/conflict-of-interest-and-confidentiality-policy>).

When considering external reviewers, units should keep the following criteria in mind:

- a. prior experience in program reviews
- b. previous experience in an administrative role (e.g. department chair, director, or dean)
- c. experience in similar sized universities that are teaching intensive
- d. experience in larger research intensive universities

Appointment of Self-Study Committee: The academic unit establishes a committee to prepare its self-study report. This committee may also, where appropriate, include or seek the advice of others such as representatives of industry, professions and practical training programs. The committee must consult with the rest of the unit to ensure that all members of the unit are engaged in the review process.

Review Plan: This review plan includes a description of the scope of the review, a list of any special questions that should be addressed by the review, the proposed timelines of the review, the membership of the self-study committee, the membership of the External Review committee, and a description of any additional data requirements that have been discussed and agreed to by the Institutional Research & Planning office. The Program Review Facilitator will develop the review plan and submit the review plan to the Dean for approval.

Planning Meeting: The orientation session will be followed by a planning meeting called by the Program Review Facilitator. At this meeting, the Dean will present the scope letter to all members of the academic unit, outlining any specific expectations of the review. Members of the academic unit have a chance to discuss the parameters and scope of the review to be undertaken and identify any program-specific or unit-specific questions that the review should address. A draft "review scope" letter outlining the scope of the review will be forwarded to the academic unit by the Dean in advance of this meeting.

At this meeting, representatives from Teaching & Learning and Program Development & Quality Assurance will also attend to offer units assistance with respect to questions they might have, and resources the institution can offer in updating curriculum design.

2. Self-Study

The self-study stage of the process is the most demanding and crucial stage of the whole review process.

Collection and Presentation of Data by the Institutional Research & Planning Office: Appendix 3 in this handbook outlines data from The Institutional Research & Planning office that will be made available to academic units to support the self-study process. The Program Review Facilitator will work with academic units to identify any additional data requests and will liaise with Institutional Research & Planning to ensure that the academic units need for additional data will be provided in a timely manner.

Completion of the Self-Study Report: Content and Requirements for the self-study report is provided in Appendix 2. Deviation from the template will be based on the nature of the program(s) being reviewed, the scope of the review and the nature and amount of program data available. The self-study will take into account the results of the previous review.

Submission of the Report to the Dean: The self-study report is submitted to the Dean who either accepts or returns the report to the academic unit for revisions or clarifications.

3. External Review

Report Submitted to the External Review Committee: The Program Review Facilitator communicates the self-study report to the External Review committee. The self-study report is reviewed and assessed by the External Review committee in advance of a telephone conference with the Dean. The committee may ask the academic unit for further information which, if available, should be provided expeditiously to the committee.

Site Visit: A site visit will be organized for the External Review committee that will include an opportunity to meet with the Dean, members of the academic unit, students, and others. The purpose of the site visit is to provide an opportunity for the External Review committee to examine the physical facilities and to conduct interviews with faculty, students, staff, and others who are best placed to provide informed comments about the unit and the programs. Appendix 4 provides an example of a typical itinerary for the day.

Report of External Review Committee: The External Review committee submits its confidential report to the Program Review Facilitator normally within two weeks after the site visit.

4. Report and Action Plan in Response to External Review Committee Report

The Program Review Facilitator transmits the report to the Dean together with suggested time lines for preparing and submitting the academic unit's response. The Dean submits the report and timelines to the academic unit. The report and action plan is prepared by the unit and the Dean in response to the review within three months of receipt of the review report. Appendix 4 provides an example of a typical itinerary for the day.

Academic Unit Response and Dean's Summary Report: Within the time allocated, the academic unit prepares its response to the report of the External Review committee, including a proposed plan of action for addressing the recommendations of the report. The Dean reviews the unit response and proposed action plan, and produces a summary report that includes his/her comments and approval of the action plan, with due consideration given to confidential information.

5. Senate Review and Public Distribution

Submission to APPC and Senate: After consultation with the Provost and Vice-President, Academic and the academic unit, the Dean submits to the Academic Planning and Priorities committee: a) the scope letter; b) the self-study report; c) the external reviewers' report; d) the academic unit's response, and, e) the Dean's summary report.

The Dean's summary report is submitted to Senate, upon recommendation by the APPC, and is published.

6. Implementation and Progress Report

The unit implements the action plan. A progress report on the action plan is submitted by the Dean to the Provost within 12-18 months of the review being accepted by Senate. The progress report will then be provided to APPC and Senate.

CONCLUSION

Additional information and tools can be found on the following website: <http://www.ufv.ca/provost/program-reviews/>

Please do not hesitate to ask for more information and to consult with your Dean if you have any questions about the process.

APPENDIX 1 – DEGREE LEVEL STANDARDS

Bachelor's Degree

1. *Depth and Breadth of Knowledge*

- (a) Knowledge and critical understanding in a field of study that builds upon their secondary education and includes the key assumptions, methodologies and applications of the discipline and/or field of practice;
- (b) Basic understanding of the range of fields within the discipline/field of practice and of how the discipline may intersect with fields in related disciplines;
- (c) The ability to gather, review, evaluate and interpret information, including new information relevant to the discipline; and to compare the merits of alternate hypotheses or creative options relevant to one or more of the major fields in a discipline;
- (d) The capacity to engage in independent research or practice in a supervised context;
- (e) Critical thinking and analytical skills inside and outside the discipline;
- (f) The ability to apply learning from one or more areas outside the discipline.

2. *Knowledge of Methodologies and Research*

An understanding of methods of enquiry or creative activity, or both, in their primary area of study that enables the student to:

- (i) evaluate the appropriateness of different approaches to solving problems using well established ideas and techniques;
- (ii) devise and sustain arguments or solve problems using these methods; and
- (iii) describe and comment upon particular aspects of current research or equivalent advanced scholarship in the discipline and how these are relevant to the evolution of the discipline.

3. *Application of Knowledge*

- (a) The ability to review, present and critically evaluate qualitative and quantitative information to:
 - (i) develop lines of argument;
 - (ii) make sound judgments in accordance with the major theories, concepts and methods of the subject(s) of study;
 - (iii) apply underlying concepts, principles, and techniques of analysis, both within and outside the discipline; and,
 - (iv) where appropriate, use this knowledge in the creative process.
- (b) The ability to use a range of established techniques to:
 - (i) initiate and undertake critical evaluation of arguments, assumptions, abstract concepts and information;

- (ii) propose solutions;
 - (iii) frame appropriate questions for the purpose of solving a problem; and
 - (iv) solve a problem or create a new work.
- (c) The ability to make critical use of scholarly reviews and primary sources.

4. Communication Skills

The ability to communicate information, arguments, and analyses accurately and reliably, orally and in writing, to a range of audiences, to specialist and non-specialist audiences, using structured and coherent arguments, and, where appropriate, informed by key concepts and techniques of the discipline.

5. Awareness of Limits of Knowledge

An understanding of the limits to their own knowledge and ability, and an appreciation of the uncertainty, ambiguity and limits to knowledge and how this might influence analyses and interpretations.

6. Professional Capacity/Autonomy

Qualities and transferable skills necessary for further study, employment, community involvement and other activities requiring:

- (i) the exercise of initiative, personal responsibility and accountability in both personal and group contexts;
- (ii) working effectively with others; and
- (iii) behaviour consistent with academic integrity.

Master's Degree

1. Depth and Breadth of Knowledge

A systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study, or area of professional practice.

2. Knowledge of Methodologies and Research

A conceptual understanding and methodological competence that enables the graduate to:

- (a) have a working comprehension of how established techniques of research and inquiry are used to create and interpret knowledge in the discipline;
- (b) have a capacity to evaluate critically current research and advanced research and scholarship in the discipline or area of professional competence; and
- (c) have a capacity to address complex issues and judgments based on established principles and techniques.

On the basis of that competence, has shown at least one of the following:

- (a) the development and support of a sustained argument in written form; or
- (b) originality in the application of knowledge.

3. Application of Knowledge

Competency in the research process by applying an existing body of knowledge in the research and critical analysis of a new question or of a specific problem or issue in a new setting.

4. Communication Skills

The ability to communicate ideas, issues and conclusions clearly and effectively to specialist and non-specialist audiences.

5. Awareness of Limits of Knowledge

A cognizance of the complexity of knowledge and of the potential contributions of other interpretations, methods, and disciplines.

6. Professional Capacity/ Autonomy

- (a) The qualities and transferable skills necessary for employment requiring:
 - (i) the exercise of initiative and of personal responsibility and accountability; and
 - (ii) decision-making in complex situations, such as employment;
- (b) The intellectual independence required for continuing professional development;
- (c) The ability to appreciate the broader implications of applying knowledge to particular contexts.

Source: Degree Quality Assessment Board <http://www2.gov.bc.ca/gov/content/education-training/post-secondary-education/institution-resources-administration/degree-authorization>

APPENDIX 2 – CONTENT AND REQUIREMENTS OF THE SELF STUDY REPORT

1. Ongoing Improvement

- a. Scope of the Review
 - Programs included in the review
 - General description of the program(s) under review
 - History of program(s)
 - Other courses/services offered by the unit and included in the review
 - Academic unit delivering the program. General description, including:
 - Number of positions (permanent faculty, staff, current vacancies, sessional instructors and LTAs)
 - Faculty in which the unit is situated and relationship with other units in the Faculty
 - Collaborative or interdisciplinary arrangements between the unit and other academic units at UFV
 - Other elements of note about the unit (e.g. research centres, specialized labs, off-campus programs)
 - Academic partnerships and/or collaborative arrangements between the unit and external institutions or organizations
- b. History of Continuing Improvement
 - Date of last review and main recommendations/status of action items, per program, as relevant (summarize here and include an appendix as needed)
 - Major program revisions and/or program assessment (including curriculum mapping) since last review (per program, as relevant)
- c. Methodology
 - Process and data used for self-study
 - Any overarching question/issue raised by the Dean for this review for the programs or unit as a whole

2. Programs' Contribution to the University's Strategic Goals, Vision, Mission, Plans and Values

- a. Goals in relation to Strategic Plan, Education Plan, and other Foundation Plans
 - Goals of each program
 - Relationship of program goals to the unit's overall strategic plans (if relevant) and College/Faculty's goals or mission statement
 - Relationship of program goals to the University's Strategic Plan, Education Plan (five goals for 2016-2020) and other foundation plans
- b. The role of indigenization in the program and overall unit's activities
- c. The role of internationalization in the program and overall unit's activities

d. Enrolment, Graduation and Completion

- Finance Enrolment Plans for each program
- Numbers of applicants and admissions to each program (over the last several years)
- Number of students enrolled in the program(s) and in each program(s) option(s) (e.g. majors, minors, certificates, diplomas, degrees), including the number of FTEs
- Number of graduates from the program(s) and from each program(s) option(s) (over the last several years)
- Domestic/international students in program and courses
- Completion time
- Retention/attrition (including between levels (e.g. are students in first-year courses proceeding to and/or succeeding in second-year courses)
- Recruitment: The unit's amount and type of involvement in student recruitment
- Overall student satisfaction with the program (findings of the student surveys)

e. Engagement of students in the program and how it is measured

f. Recommendations for changes or improvements in relation to issues addressed in this section

3. Alignment with Institutional Learning Outcomes

- a. Using the workbook developed by UFV's Teaching and Learning* (*Developing Learning Outcomes: A Guide for the University of the Fraser Valley* [hereafter Learning Outcomes], <https://www.ufv.ca/media/assets/teaching--learning-centre/forms/Developing-Learning-Outcomes-booklet.pdf> section 3, table 5), show alignment of outcomes for each program to UFV's ILOs
- b. Assess whether the outcomes for each program are written in accordance with the general guidelines described in the T&L Workbook: 1) directly related to the academic discipline of the program; 2) observable and measurable; 3) focused on learning outcomes rather than curricular inputs; 4) communicate a single outcome
- c. Recommendations for changes or improvements in relation to issues addressed in this section

4. Ministry, Professional/Industry and Academic Standards

- a. Accreditation standards, if applicable for the program
- Identify accrediting body and provide link to its standards
 - Describe external accreditation history
 - Assessment of program delivery of accreditation standards [refer to separate accreditation review document, as applicable]

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- b. Program's adherence to UFV internal standards and policies, as applicable (Honours Framework, Credentials policy, definitions of major and minor, regulation for the combination of specializations within the degree, etc.)
- c. Admission requirements:
- describe for each program
 - discuss suitability in terms of student success in program and goals of program
- d. Description of the program curriculum and structure (including program options). Detailed assessment is provided below (see curriculum map)
- e. Comparison with other programs in the province and nationally (including the mix of courses); distinctiveness of the program
- f. Assessment of program graduates' mastery of transferable learning skills and specialized knowledge in the six dimensions identified in the Ministry's *Degree Program Review* [as relevant to the credential]:
- Depth and breadth of knowledge;
 - Knowledge of methodologies;
 - Application of knowledge;
 - Communication skills;
 - Awareness of limits of knowledge;
 - Professional capacity/autonomy
- g. Assessment of program graduates' preparation to meet emerging trends in the field, community needs and/or workplace needs, as identified by External Program Advisory committees and/or stakeholders
- h. Curriculum Mapping: Alignment with program learning outcomes of course outcomes, learning activities, and learning assessments (for all programs included in the review). [Please refer to section 4 of the T&L Workbook.] Attach map in an appendix, and comment on results of assessment. In particular: appropriateness of course prerequisites; appropriateness of admission requirements; appropriateness of graduation requirements
- i. Effectiveness of learning outcomes: how learning outcomes are measured and results of learning outcomes measurement
- j. Verify that course outcomes are written in accordance with T&L Workbook instructions [an action verb, the specific learning, and the context]
- k. Recommendations for changes or improvements in relation to issues addressed in this section

5. Standards of Educational Practices

- a. Working with sections 3 to 6 of UFV's *Principles for Quality Curriculum*, and tables 4 and 12 of the T&L Workbook, review and explain how the programs and courses are:
 - Current, relevant, and forward-looking
 - Connected to civic and personal obligations and recognizes growth as central to learning
 - Flexible – It provides varied modes of delivery, recognition of prior and alternative learning experiences, and multiple program pathways.
 - Inclusive – It respects and honours people's differing backgrounds, cultures, experiences, and identities as a foundation and support for each student's success. It is in compliance with human rights legislation, and reflects UFV's commitment to internationalization, Indigenization, and access.
- b. Recommendations for changes or improvements in relation to issues addressed in this section

6. Utilization of Resources

- a. Timetabling:
 - describe principles and method for planning and determining course offerings, including faculty preferences, program needs, and/or other factors
 - whether planning/determination is done on a semester basis, yearly, for two or multiple years ahead
 - relationship between course offerings and student demand (e.g. total number of waitlists per semester and per course)
- b. Faculty:
 - A list of faculty members in the unit (full-time, sessional, and LTA), including for each their highest earned degree and other professional credentials; teaching and research experience; courses taught; current research and/or scholarly activities; and involvement with student research
 - Comparison of faculty members' qualifications to qualifications of faculty members in comparable programs at other Canadian post-secondary institutions
 - Data on faculty workload (e.g. faculty-student ratios; number of sections taught by permanent and non-permanent faculty)
 - Assessment of the quality of the unit's overall teaching, including summary of teaching evaluations for full-time faculty members and sessional instructors (collectively)
 - Assessment of the quality of the unit's overall research and scholarly activities
 - Faculty involvement with external organizations (e.g. professional, academic or community organizations)
 - Plans for professional development opportunities for faculty
 - Targets and plans for faculty recruitment and retention, including non-permanent faculty

-
- Service activities of faculty in the unit, and whether and how service responsibilities are equitably distributed
 - Is the faculty complement well aligned with program needs (this may include recommendation for new hires, but please note that recommendations for improving program delivery should not rely on requests for additional resources. Within the current economic climate, we are challenged to identify efficiencies within the context of existing resources. Opportunity exists for innovative thinking regarding how resources might be shared to further both department and institutional priorities.)
- c. Staff:
- A list of staff members in the unit, including for each their job title and responsibilities
 - Assessment of the quality of the unit's staffing
 - Data on staff workload (e.g. staff-student ratios; services supported by staff and the number of staff assigned to each)
 - Plans for professional development opportunities for staff
 - Is the staff complement well aligned with program needs (as noted above, recommendations for improving program delivery should not rely on requests for additional resources)
- d. Physical space available to support each program (e.g. labs, classrooms, storage space, student areas, staff/faculty offices)
- e. Equipment available to support each program (e.g. lab equipment, dedicated computer hardware and/or software, technological support)
- f. Library resources available to support each program
- g. Recommendations for changes or improvements in relation to issues addressed in this section

7. Conclusion: Overview and Recommendations

- a. Summary of strengths and weaknesses identified in the sections above
- b. Summary of recommendations and identification of actions to address the recommendations

APPENDIX 3 – DATA AVAILABLE FROM INSTITUTIONAL RESEARCH

Profile of [DEPT] Stable Course Enrolments

- Total Enrolment by Course Level
- Total Enrolment by Semester
- Total Enrolment by Campus
- Sections Offered by Level
- Section Size Analysis
- Average Class Size by Level and Term
- Fill Rates by Subject and Level
- Fill rates by Campus and Level

Profile of Full Time [FTE] Enrolments

- Total FTE Enrolments by Fiscal Year Total
- [DEPT] Course FTEs by Level
- Total [DEPT] Course FTEs by Semester
- Total [DEPT] Course FTEs by Campus
- Total [DEPT] Course FTEs by Fee Type

Profile of [DEPT] Applications

Profile of [DEPT] Students

- Majors/Minors
- Graduates
- Non-[DEPT] students Enrolled in [DEPT] Courses
- Who takes [DEPT] Courses by Program
- Full-time/Part-time by Student Program
- Average Number of [DEPT] courses taken per student
- Academic Level Credits Completed

Profile of [DEPT] Waitlists

Demographics of [DEPT] Course Registrants

- Gender
- Age Distribution
- City of Residence
- Student Type Distribution

Profile of [DEPT] Grade Distribution

- Grade Distribution by Fiscal Year and Level
- Grade Distribution by Level
- Grade Distribution by Fee Type
- Average GPA by Student Program

Student Retention by Program

Student Outcomes by Student Program (CIP)

Diploma, Associate Degree, and Certificate Outcomes Survey (DACSO)
Baccalaureate Graduates Survey (BGS)

Survey Data

Program Student Survey
Graduate Survey
Non program students taking academic unit courses survey

Other Data and Statistical Information as Required

APPENDIX 4 – Example of Typical Itinerary for Site Visit

Day 1

8:30-8:40 am	Check in with Program Review Facilitator
8:40-9:10 am	Meet with Dean
9:10-9:20 am	Break
9:20-10:20 am	Meet with Department Head
10:20-10:30 am	Break
10:30-11:00 am	Meet with Department Assistant
11:00-11:10 am	Break
11:10-11:40 am	Meet with Provost & Vice-President, Academic
11:40-11:50 am	Break
11:50-12:50 pm	Lunch with Dean(s) & the Panel
12:50-1:00 pm	Break
1:00-2:30 pm	Meet with Faculty Type B
2:30-2:40 pm	Break
2:40-3:10 pm	Meet with Advising
3:10-3:40 pm	Meet with Teaching & Learning
3:40-4:30 pm	Review Team Debrief

Day 2

8:30-9:00 am	Meet with Institutional Research & Planning
9:00-9:30 am	Meet with Research, Engagement, & Graduate Studies
9:30-9:40 am	Break
9:40-10:40 am	Meet with Sessional Instructors
10:40-10:50 am	Break
10:50-11:50 am	Meet with Student Group
11:50-12:00 pm	Break
12:00-1:00 pm	Lunch with Department Working Group & the Panel
1:00-1:10 pm	Break
1:10-1:40 pm	Campus Tour with Department Head
1:40-2:00 pm	Library Tour
2:00-2:10 pm	Break
2:10-2:40 pm	Meet with Co-operative Education
2:40-3:10 pm	Meet with Indigenous Affairs Office
3:10-3:20 pm	Break
3:20-3:30 pm	Closing with Program Review Facilitator
3:30-4:15 pm	Closing with Dean
4:15-5:00 pm	Review Team Debrief

Program Report and Plan (2017)

A. Progress on Approved New Programs (in order by Faculty)

Program (by Faculty/College)	Senate Approval (Date)	Ministry Approval (Date)	Start Date (or anticipated)
Theatre major, Bachelor of Arts (Arts)	September 2014	July 2016	Winter 2017
Indigenous Studies major and minor, Bachelor of Arts (Arts)	October 2014	May 2016	Fall 2017
Peace and Conflict Studies major and minor, Bachelor of Arts (Arts)	November 2014	July 2016	Winter 2017
Bachelor of Media Arts (Arts)	October 2013; revised, resubmitted January 2015	May 2016	Winter or Fall 2018
Bachelor of Professional Communication (Arts)	November 2014; resubmitted as 120 credit in March 2016	Program not approved	Program not approved by the Minister.
Bachelor of Environmental Studies and Bachelor of Environmental Studies, Natural Sciences (Arts)	November 2016	Pending	Pending Ministry approval
Master of Arts, Migration and Citizenship (Arts)	March 2017	Pending; work on Stage 1 for Ministry submission proceeding.	Immediately upon Ministry approval
Graduate Diploma and Graduate Certificate in Migration and Citizenship (Arts)	March 2017	No external approval required; work on submission for 30-day peer review proceeding.	Fall 2018
Bachelor of Education (Professional Studies)	March 2015	May 2016	This was retroactively added to the Winter 2016 calendar to allow students to choose to graduate with the B.Ed for June 2016 Convocation.
Bachelor of Agricultural Science, Horticulture major (Science)	March 2015	May 2016	Winter 2017
Computing Science major, Bachelor of Science (Science)	November 2015	Site Visit Required	Pending Ministry approval

		May 2017	
Biochemistry major, Bachelor of Science (Science)	March 2016	Not approved	Program not approved by the Minister.
Minor in Applied Statistics (Science)	June 2016	No external approval required	Fall 2017
Master of Science, Integrated Science and Technology (Science)	Program approved October 2016; program areas working on completing dual-listed official course outlines; work on Stage 1 for Ministry submission proceeding	Pending	Immediately upon Ministry approval

B. Programs in Development (in order by Faculty)

Program	Proposed date at Senate
Master of Finance (Professional Studies)	June 2017
Master of Education in Educational Leadership and Mentorship (Professional Studies)	May 2017
Bachelor of Commerce in Fashion (Professional Studies)	Original date of December 2016; Due to external circumstances, no development has taken place in 2016-17. Extension Requested See memo for details.
Bachelor of Applied Management (Professional Studies)	Original date of September 2016; Date revised to December 2017/January 2018 (Extension Requested) See memo for details.
Graduate Certificate in Mindfulness-Based Teaching and Learning (Professional Studies)	May 2017
Graduate Certificate in Child Life and Community Health (Professional Studies)	Original date of May/June 2017; Revised date of November 2017
Undergraduate Certificate in Integrated Learning Design (Professional Studies) *Note change in name from originally approved concept paper.	Original date of June 2017; Revised date of October 2017)
Bachelor of Fine Arts, Major in Graphic and Digital Design (Arts)	Original date of May/June 2017;

	Revised date of January 2018 (Extension requested) See memo for details
Aircraft Maintenance Engineer M-License (Applied and Technical Studies)	May 2017 (Expedited review process)
Activity Aid Certificate (Continuing Education)	Original date of Spring 2016; First extension approved for January 2017 in PRP 2016; Revised date of Spring (March/April 2018). See memo for details. Extension Requested

C. Concept Papers (pending recommendation for approval by APPC on May 10 2017)

Program
Bachelor of Kinesiology, New program option: Active Health (Health Sciences)
Diploma, Applied and Technical Studies (Applied and Technical Studies)

D. Programs Recently Discontinued or Suspended

Discontinued	Date of Board Approval
Teacher Education Completion certificates (elementary & secondary), Teacher Education	December 2016
Extended Studies Certificates in the College of Arts	December 2016
Adventure Tourism Training certificate, Kinesiology	March 2017
Pharmacy Technician Certificate, Continuing Education	May 2017
Parts and Warehousing Certificate, Applied & Technical Studies	May 2017
Medical Imaging Support Worker Certificate, Continuing Education	May 2017
Suspended	Effective Date (intake)
Automation and Robotics Technician program, Applied and Technical Studies	Fall 2016
Post Degree Hospitality Event Management, Applied and Technical Studies	Fall 2017
Aviation Diploma (1-year) program, School of Business	Fall 2016
Family Child Care certificate, Continuing Education	Winter 2017
Substance Abuse Counselling certificate, School of Social Work & Human Services	Fall 2017

E. Departmental Information

See next page for historical department data from 2013/14 – 2016/17.

Faculty	Department	2013-14			2014-15			2015-16			2016-17			
		Dom FTE	Int'l FTE	Total FTE	Dom FTE	Int'l FTE	Total FTE	Dom FTE	Int'l FTE	Total FTE	Dom FTE	Int'l FTE	Total FTE	
Access & Continuing Education	Applied Business Technology	70.0	0.0	70.0	66.6	0.0	66.6	66.6	0.0	66.6	58.8	0.0	58.8	
	Continuing Studies	209.6	1.1	210.7	260.7	0.5	261.2	261.1	217.3	0.5	217.8	234.7	0.1	234.8
	English As a Second Language	116.9	144.7	261.6	79.8	217.5	297.3	297.3	50.0	168.6	218.6	27.6	170.4	198.0
	Upgrading & University Prep	302.6	12.1	314.7	314.7	22.7	337.4	337.4	269.3	22.8	292.1	268.1	31.7	299.7
Access & Continuing Education Total		699.1	157.9	857.0	721.7	240.7	962.4	962.4	595.4	191.9	787.3	202.2	807.5	

Faculty	Department	2013-14			2014-15			2015-16			2016-17			
		Dom FTE	Int'l FTE	Total FTE	Dom FTE	Int'l FTE	Total FTE	Dom FTE	Int'l FTE	Total FTE	Dom FTE	Int'l FTE	Total FTE	
Applied and Technical Studies	Agricultural Technology	47.5	1.9	49.4	60.2	2.2	62.4	62.4	54.2	2.0	56.1	6.6	64.9	
	Trades	637.8	3.5	641.3	661.5	15.3	676.8	676.8	751.2	20.8	772.0	778.4	5.2	783.5
	Trades Continuing Studies	38.4	0.1	38.5	39.3	0.1	39.4	39.4	71.5	9	71.5	71.9	0.0	71.9
Applied and Technical Studies Total		723.8	5.5	729.3	761.0	17.6	778.6	778.6	876.9	22.7	899.6	11.7	920.4	

Faculty	Department	2013-14			2014-15			2015-16			2016-17			
		Dom FTE	Int'l FTE	Total FTE	Dom FTE	Int'l FTE	Total FTE	Dom FTE	Int'l FTE	Total FTE	Dom FTE	Int'l FTE	Total FTE	
Health Sciences	Certified Dental Assistant	23.4		23.4	24.2		24.2	24.2	22.9		22.9	22.4		22.4
	Health Care Assistant	40.3		40.3	31.5		31.5	31.5	27.3		27.3	40.9		40.9
	Human & Health Services	4.0		4.0	3.8		3.8	3.8	3.1		3.1	3.1		3.1
	Kinesiology	293.5	5.0	298.5	291.3	6.0	297.3	297.3	320.7	10.7	331.4	316.2	9.5	325.7
	Nursing	275.0		275.0	267.7		267.7	267.7	285.9		285.9	276.4		276.4
	Practical Nursing	52.5	0.1	52.6	20.5		20.5	20.5	27.4		27.4	32.5		32.5
Health Sciences Total		688.8	5.1	693.9	639.1	6.0	645.1	645.1	687.4	10.7	698.1	691.5	9.5	701.0

Faculty	Department	2013-14			2014-15			2015-16			2016-17				
		Dom FTE	Int'l FTE	Total FTE	Dom FTE	Int'l FTE	Total FTE	Dom FTE	Int'l FTE	Total FTE	Dom FTE	Int'l FTE	Total FTE		
Humanities	Communications	190.6	56.9	247.6	199.3	71.4	270.7	270.7	193.2	77.2	270.4	189.2	103.6	292.8	
	English	459.9	23.8	483.7	445.0	21.7	466.7	466.7	390.1	29.5	419.6	373.2	23.4	396.7	
	Fashion Design	27.2	5.9	33.1	21.4	3.5	24.9	24.9	11.6	2.7	14.3				
	Graphic Design	28.5	5.5	34.0	30.2	4.6	34.8	34.8	37.8	7.0	44.8	51.2	6.9	58.1	
	History	209.5	4.2	213.7	176.6	2.1	178.7	178.7	191.5	2.5	194.0	177.0	8.1	185.1	
	Humanities	7.8	1.4	9.1	7.8	1.4	9.2	9.2	6.5	1.5	8.0	6.1	1.7	7.8	
	Modern Languages	118.3	12.5	130.8	102.3	12.5	114.8	114.8	97.2	20.3	117.5	105.2	33.7	138.9	
	Philosophy	129.3	3.9	133.2	132.7	4.6	137.3	137.3	119.0	6.1	125.1	125.6	10.4	136.0	
	Theatre	54.6	0.6	55.2	37.0	1.5	38.5	38.5	36.8	1.0	37.8	36.1	2.4	38.5	
	Visual Arts	159.9	22.9	182.8	146.3	24.7	171.1	171.1	126.1	30.0	156.2	131.3	34.1	165.4	
	Other Activity	12.8		12.8								0.5		0.5	
	Humanities Total		1598.4	137.6	1536.0	1298.7	148.0	1446.7	1446.7	1209.7	178.0	1387.7	1195.4	224.4	1419.7

Faculty	Department	2013-14				2014-15				2015-16				2016-17										
		Dom FTE	Int'l FTE	Average Class Size	Fill Rate	Total FTE	Dom FTE	Int'l FTE	Average Class Size	Fill Rate	Total FTE	Dom FTE	Int'l FTE	Average Class Size	Fill Rate	Total FTE	Dom FTE	Int'l FTE	Average Class Size	Fill Rate	Total FTE			
Professional Studies	Adult Education	32.1	2.9	19	71%	35.0	34.9	3.5	77%	38.4	41.2	5.4	87%	46.6	38.3	7.0	105%	30	87%	46.6	38.3	7.0	105%	45.3
	Aviation	15.9	2.0	12	36%	18.0	17.8	3.3	41%	21.0	19.0	1.8	45%	20.8	19.9	4.1	47%	16	45%	20.8	19.9	4.1	47%	24.0
	Business Administration	524.3	227.3	27	90%	751.6	534.4	249.1	91%	783.5	589.4	254.6	88%	844.0	571.0	342.0	86%	26	88%	844.0	571.0	342.0	86%	912.9
	Child, Youth, & Family Studies	114.6	4.7	27	80%	119.3	127.7	5.3	84%	133.0	155.7	4.2	87%	159.9	139.2	3.2	82%	26	87%	159.9	139.2	3.2	82%	142.4
	Computer Information Systems	224.5	123.6	26	90%	348.1	238.1	125.7	88%	363.9	224.2	161.0	87%	385.2	219.8	231.2	84%	25	87%	385.2	219.8	231.2	84%	451.0
	Education	113.8	0.4	26	84%	114.2	130.5	1.3	88%	131.7	129.3	0.1	94%	129.4	118.5	0.6	93%	30	94%	129.4	118.5	0.6	93%	119.1
	Library and Information Tech	69.0	3.3	28	88%	72.3	65.3	0.6	81%	65.9	46.8	0.9	70%	47.7	48.2	0.7	64%	20	70%	47.7	48.2	0.7	64%	48.9
	Social Work and Human Services	223.5	2.8	22	90%	226.3	220.0	4.8	91%	224.8	243.7	3.9	96%	247.6	236.3	3.2	90%	23	96%	247.6	236.3	3.2	90%	239.5
Professional Studies Total		1317.7	367.1	23	79%	1684.8	1368.6	393.6	80%	1762.1	1449.4	431.8	82%	1881.2	1391.1	592.0	81%	25	82%	1881.2	1391.1	592.0	81%	1983.2

Faculty	Department	2013-14				2014-15				2015-16				2016-17										
		Dom FTE	Int'l FTE	Average Class Size	Fill Rate	Total FTE	Dom FTE	Int'l FTE	Average Class Size	Fill Rate	Total FTE	Dom FTE	Int'l FTE	Average Class Size	Fill Rate	Total FTE	Dom FTE	Int'l FTE	Average Class Size	Fill Rate	Total FTE			
Science	Biology	277.3	8.1	31	99%	285.4	269.4	9.9	97%	279.3	268.0	11.1	97%	279.2	257.8	17.1	101%	29	97%	279.2	257.8	17.1	101%	274.9
	Chemistry	169.0	7.7	24	87%	176.8	175.3	8.5	91%	183.8	166.1	11.4	90%	177.5	141.1	11.7	85%	25	90%	177.5	141.1	11.7	85%	152.7
	Mathematics and Statistics	339.4	70.4	29	84%	409.8	336.1	77.6	86%	413.6	335.0	99.4	82%	434.4	323.9	119.2	80%	28	82%	434.4	323.9	119.2	80%	443.0
	Physics	118.6	10.3	26	88%	128.9	119.7	13.4	82%	133.2	113.8	23.2	81%	137.0	107.5	15.1	73%	20	81%	137.0	107.5	15.1	73%	122.5
	Other Activity	7.7		15	68%	7.7	9.7	0.4	83%	10.0	6.6		56%	6.6	8.0	0.1	35%	8	56%	6.6	8.0	0.1	35%	8.1
Science Total		912.1	96.5	25	85%	1008.6	910.2	109.8	88%	1019.9	889.6	145.1	81%	1034.7	838.1	163.1	75%	22	81%	1034.7	838.1	163.1	75%	1001.3

Faculty	Department	2013-14				2014-15				2015-16				2016-17										
		Dom FTE	Int'l FTE	Average Class Size	Fill Rate	Total FTE	Dom FTE	Int'l FTE	Average Class Size	Fill Rate	Total FTE	Dom FTE	Int'l FTE	Average Class Size	Fill Rate	Total FTE	Dom FTE	Int'l FTE	Average Class Size	Fill Rate	Total FTE			
Social Science	Criminal Justice	416.3	8.7	31	97%	425.0	409.1	10.6	95%	419.7	429.1	10.6	97%	439.7	429.2	10.4	93%	29	97%	439.7	429.2	10.4	93%	439.7
	Economics	91.1	37.2	28	88%	128.3	106.7	47.7	83%	154.3	96.1	52.0	90%	148.1	103.8	59.8	89%	29	90%	148.1	103.8	59.8	89%	163.6
	Geography	208.1	13.6	24	83%	221.7	194.4	11.9	82%	206.3	189.4	16.3	81%	205.7	182.8	11.6	83%	23	81%	205.7	182.8	11.6	83%	194.4
	Indigenous Studies	8.2		15	101%	8.2	8.4		88%	8.4	6.8		67%	6.8	6.4		64%	9	67%	6.8	6.4		6.4	
	Political Science	79.2	2.6	28	88%	81.8	71.5	1.7	81%	73.2	69.8	2.1	85%	71.9	77.6	3.2	84%	27	85%	71.9	77.6	3.2	84%	80.8
	Psychology	386.4	6.7	30	96%	393.2	359.3	7.7	91%	367.0	361.9	10.3	93%	372.2	355.1	8.6	93%	29	93%	372.2	355.1	8.6	93%	363.7
	Social Cultural & Media Studies	291.5	16.1	23	78%	307.6	289.6	19.0	72%	308.6	299.7	22.3	92%	322.0	310.7	25.1	83%	23	92%	322.0	310.7	25.1	83%	335.8
Social Science Total		1480.8	84.9	26	90%	1565.7	1438.9	98.5	86%	1537.4	1452.8	113.6	86%	1566.4	1465.6	118.8	84%	24	86%	1566.4	1465.6	118.8	84%	1584.4

F. Programs Reviewed (and those in progress)

Program Reviews – Completed	Date presented at Senate
Communication (Arts: Humanities)	September 2016
Bachelor of Science Nursing (Health Sciences)	January 2017
Practical Nursing Diploma (Health Sciences)	April 2017
Certified Dental Assistant (Health Sciences)	April 2017
Program Reviews – In Progress	Expected Completion
Criminology and Criminal Justice (Arts: Social Sciences)	May 2017
Philosophy (Arts: Humanities)	May 2017
Health Care Assistant (Health Sciences)	June 2017
English (Arts: Humanities)	Fall 2017
Economics (Arts: Social Sciences)	Fall 2017
Adult Education (Professional Studies)	Fall 2017
Physics (Science)	Fall 2017
Architectural Drafting (School of Trades)	Fall 2017
Electronics Common Core (School of Trades)	Fall 2017
Political Science (Arts: Humanities)	Winter 2018

UFV's Institutional Priorities

September 2017

The work of APPC and other governance committees requires assessing how well various proposals align with UFV's priorities. These priorities are articulated in various planning documents. These were often the result of very significant collegial planning processes. For the ease of committee deliberations, we have assembled the list of priorities in this one document for easy reference.

Strategic Goals - *Changing Lives, Building Community*

The University of the Fraser Valley will:

- provide the best undergraduate education in Canada;
- be a leader of social, cultural, economic, and environmentally-responsible development in the Fraser Valley; and
- be innovative, entrepreneurial, and accountable in achieving our goals

Vision 2025

UFV in 2025 will be a community- and regionally-based university that is learner- and student-centred, whereby the learning drives the system and structure of the institution. Students and local communities will view UFV as a centre for intellectual and social development throughout their lifetimes, and as a place to learn how they can be better global citizens.

UFV Education Plan, 2016-20: Goals

At the University of the Fraser Valley, we will:

1. Prioritize Learning Everywhere

UFV values the learning of faculty, students, staff, and community no matter when, where, and how it occurs. Courses, schedules, programs, and administration put the journey of the learner first. UFV recognizes that our learners are diverse; this necessitates diverse learning options and settings. UFV works to create learning opportunities in communities both inside and outside of UFV.

2. Commit to Flexibility and Responsiveness

UFV recognizes the importance of agility in its programs and administrative units to enable us to adapt and respond to the diverse learning needs of our students, faculty, staff, and community. We will streamline organizational procedures and practices that limit creative problem solving.

3. Collaborate Across Boundaries

UFV supports and develops opportunities for collaborative and interdisciplinary work. This involves collaboration around research, programming, learning, and community development. It also involves collaboration with other educational institutions, community organizations, and industry, both locally and globally.

4. Develop Local and Global Citizenship

At UFV, we develop and model civic engagement and social responsibility. Our students, faculty, and staff recognize the importance of nurturing a global awareness that supports the health and safety of citizens around the world. Part of being a UFV citizen also involves responsibility to our communities and environment. Locally we work on the unceded territory of the Stó:lō people and the Indigenization of UFV is a priority. Indigenization informs everything we do at the university in every program, department, and service area, through the inclusion of indigenous content, perspectives, and ways of knowing.

5. Integrate Experiential Learning

UFV will ensure opportunities to incorporate experiential learning both inside and outside of the university classroom. This may involve assignments and assessment activities, field experiences, community placements, laboratory experience, research, and co-operative learning.

9 Strategic Enrolment Management (SEM) Goals

1. Domestic Enrolment Cap: Given current circumstances it is projected that domestic FTEs will remain constant over the period covered by this SEM Plan (2014-19).
2. Access Pathways for Success: To prepare students to qualify for and be successful in its post-secondary programs, UFV will create the Qualifying Studies Program with:
 - a) admission requirements;
 - b) continuance requirements; and
 - c) a fixed length of study
3. Graduate Student Enrolment: Graduate student enrolments will be maintained at such levels as to generate net revenue; and
Graduate programs will enrich undergraduate programming.
4. Aboriginal Student Enrolment: By 2019 UFV will increase the enrolment share of Aboriginal students to the proportions of the Aboriginal populations within our region; and
By 2019 UFV will increase the graduation share of Aboriginal students to the proportion of Aboriginal students at UFV.
5. International Student Enrolment: By 2019 international student enrolments should increase by 38%.
6. Transfer Student Enrolment: By 2019, UFV will increase the total number of incoming transfer students to 4% and add one new block transfer agreement each year.
7. Retention and Graduation:
The targets for student Retention from Fall 2018 to Fall 2019 are:
 - a) 66.7% for New Students; and
 - b) 70% for Total Students.
The targets for student Retention from Fall 2018 to Fall 2019 are:
 - a) 900 Bachelor's degrees; and
 - b) 5200 for number of graduates weighted by the length of their program.
8. Work-Integrated, Experiential & Co-Curricular Learning: By 2019 there will be:
 - a) a 10% increase in co-operative education work placements;
 - b) an additional 10 work study positions for each of the next 5 year;
 - c) at least one validated co-curricular learning activity on the record for 80% of the graduating class; and
 - d) a 20% increase in the number of experiential learning opportunities.
9. Areas of Program Focus: The program areas identified for growth are Health and Wellness; Agriculture and the Environmentally Responsible Development of the Fraser Valley; and Digital Media Technologies.

Academic Planning Principles

The following assumptions underlie the academic planning process at UFV and are reflected in our planning practice. The planning process is:

1. guided by our commitment to student success and an integrated student experience;
2. responsive to and consistent with UFV's mandate and strategic directions;
3. collegial and consultative, grounded in UFV's collegial governance processes;
4. integrated and attentive to UFV's foundation plans;
5. evidence based;
6. linked with quality assurance; and
7. informed by the principle of program sustainability.

The following **principles** are organized around two key themes: *Strategic Directions* and *Students and Program Considerations*.

Strategic Directions

The following principles relate to UFV's strategic directions and priorities as outlined in *Changing Lives, Building Community* (April 2010); *Students and Community: Educational Planning at UFV, 2011-15*; and the *Strategic Research Plan*.

Academic planning will:

1. respond to and anticipate 21st-century challenges;
2. respond to the local and regional needs of the Fraser Valley;
3. enhance indigenization of the academy and respond to the needs of Aboriginal students;
4. enhance internationalization and respond to the educational needs of international students and immigrants;
5. foster the integration of research and teaching and the development of inquiry-based learning; and,
6. foster collaboration that is multi- and inter-disciplinary and multi-institutional.

Student and Program Considerations

The following principles relate to educational programs and learning experiences at UFV.

Academic planning will:

1. reflect our primarily undergraduate teaching focus and the comprehensive nature of UFV programming;
2. meet our commitment to access and transition programs;
3. ensure institutional and program learning outcomes are attained;
4. foster multiple, efficient pathways to completion that enhance flexibility; and,
5. integrate new and emerging technologies into teaching and learning.

Institutional Learning Outcomes

The University of the Fraser Valley (UFV), located on traditional Sto:lo territory, recognizes and respects Indigenous ways of knowing. UFV is committed to providing our communities with a variety of high quality, student-centered programs that honour diversity and foster a passion for learning. Each UFV graduate possesses the following abilities and, therefore, can demonstrate the following interconnected institutional learning outcomes. Graduates...

1. **Demonstrate information competency**
Graduates gather, organize, and critically examine written, oral, visual, and numerical information. They efficiently use technology as a tool to gather and evaluate information. Graduates utilize relevant and credible sources, recognizing the need to gather information from a variety of perspectives. Graduates use information ethically, respecting the legal restrictions that exist when using published, confidential, and/or proprietary information.
2. **Analyze critically and imaginatively**
Graduates engage in the examination of ideas, issues, and problems, drawing on established bodies of knowledge and means of analysis. Graduates organize information logically and consider alternate strategies. They recognize the need for multiple voices and seek opportunities for those voices to be heard. Graduates are creative and generative. They use divergent or lateral thinking to expand on ideas and create new ways of looking at a situation.

3. Use knowledge and skills proficiently
Graduates demonstrate competence in the knowledge and skills specific to their area of study. They productively apply their knowledge and skills to a variety of situations.
4. Initiate inquiries and develop solutions to problems
Graduates demonstrate a curiosity that results in inquiry. They propose questions that encourage deliberation and the formulation of solutions to problems, in theoretical or applied fields. They evaluate the benefits and challenges of different solutions when proposing specific courses of action.
5. Communicate effectively
Graduates communicate respectfully. They listen attentively, seek clarification, and work to understand the points of view of others. Graduates effectively present information using a variety of modes and media. They adapt their method of presentation to suit specific audiences. Graduates accurately convey their intended message using a variety of oral, written, and visual strategies.
6. Pursue self-motivated and self-reflective learning
Graduates are confident and initiate action. They work independently and productively. They set personal and professional goals and establish a plan of action to attain those goals. Graduates continually reflect on their growth and development and utilize reliable and practical strategies to learn from that reflection.
7. Engage in collaborative leadership
Graduates work cooperatively, in that they are aware of and appreciate diversity, work with diverse peoples, and demonstrate strong interpersonal skills. Graduates motivate, include, and support others, demonstrating leadership skills. They seek opportunities to collaborate.
8. Engage in respectful and professional practices
Graduates behave ethically and equitably, in that they act with integrity and take responsibility for their actions. Graduates engage in professional dialogue and participate in learning communities.
9. Contribute regionally and globally
Graduates are socially just, in that they are prepared to participate in their regional and global communities. They demonstrate knowledge of their region and the world. Graduates initiate change. Graduates demonstrate that they can use what they have learned at UFV to impact their community positively.

Major Strategic Research Themes

In the 2016-20 Strategic Research Plan, UFV has identified five major strategic themes to develop its research capacity, output and impact. These themes have been selected to be aligned with both existing research strengths and capacities and new directions related to or anticipated by UFV *Vision 2025*, Research Option/Scholarly Activity Program (ROSA), and the Strategic Enrolment Management Plan (SEM).

- Community, Justice, and Cultural Engagement
- Environment and Sustainable Development
- Human Development, Health and Well Being
- Teaching, Learning, and Cognition
- Technology, Modelling and Applications

Subcommittee of the Task Force on Research and Scholarship (TF) - *Report and Recommendations*

Principle #1

Faculty scholarship which provides direct and meaningful learning opportunities for UFV students will be prioritized. Students involved in faculty research or scholarly projects must, according to this principle, be involved, contributing, and learning at multiple points in the study (i.e. in data collection/entry, analysis, synthesis and/or presentation of results). This principle is about the depth of the student work and not necessarily the number of students involved.

Principle #2

Faculty scholarship which is applicable or relevant to being a leader of social, cultural, economic, Indigenous and environmentally responsible development in the Fraser Valley. UFV acknowledges that it is situated on the traditional territory of the Stó:lō peoples, and recognizes the location and context as important to the region. In accordance with UFV's strategic direction and mandate, faculty scholarship is not 'geographically delimited'; rather, faculty scholarship will identify how it relates to, or informs, regional or community needs, aspirations or development. Applicability or relevance may possibly be evidenced in dissemination of the work.

Principle #3

Faculty scholarship which supports UFV's mandate to be innovative and/or entrepreneurial through bringing revenue into the university which enables other research, scholarship, and learning activities will be prioritized. The program of scholarly work would have already obtained a seed grant, established grant, or a response of interest to their work from industry or a funder.

Principle #4

Faculty scholarship which informs the university's mandate to deliver the best undergraduate education, reflects broad interdisciplinary opportunities, contributes to the scholarship of teaching and learning, and/or extends the application of the member's expertise into new areas, will be prioritized.

Memo

To: Eric Davis, Provost, and to APPC

From: Adrienne Chan, AVP, Research, Engagement, and Graduate Studies

Date: September 12, 2017

Re: Research Space – Principles and Criteria

In September 2016, I was requested by PEM to Chair a committee on the allocation of research space (including renovation of that space). It was determined that such a committee would be a subcommittee of the Senate Research Committee (SRC). The SRC discussed the composition of the life tenure of the subcommittee and a subcommittee was formed. The Subcommittee on Research Space comprised of the following members: Lucy Lee, Cory Beschara (Chemistry), Heather Davis-Fisch (Theatre) until she went on leave, Olav Lian (Geography), Craig Toews, and myself as Chair. Kelly Tracey from my office supported the Subcommittee.

The committee worked through to May, 2017 when we approved the attached Principles and Criteria. SRC also reviewed these in May and gave some suggestions and approval.

SRC also made a motion for the AVP, Research, Engagement, and Graduate Studies to be included as a member of the Campus Planning Advisory Council. We were advised that Senate has no jurisdiction over CPAC, so this motion from SRC will be going to Senate for information only.

The Principles and Criteria were sent to the Deans for discussion and information in May. They were also sent to PEM by the Provost at that time.

For information of APPC, the Principles and Criteria are included in the APPC package for September 2017.

Thanks.

Ranking Research Space Requests (Final Version May 9 2017)

The process of requesting research space must be communicated clearly through a number of levels: Department Head, Dean, Director of Research and Industry Liaison, the AVP, Research, Engagement, and Graduate Studies. Early discussions may clarify the objectives and use of space, and allow for clarity in moving the request forward through the ranking process, and to Campus Planning.

Applications will be assessed for scholarly merit using the Criteria of Merit. The applications will then be sorted according to the degree to which they are meritorious, there is evidence of planning and considering the Principles for Allocation of Research Space. *An overarching question for the ranking and review of requests is whether or not the requests are consistent with UFV's plans and priorities.*

CRITERIA

	Criteria	Guidelines. (Committee may request further clarification if needed)	Numerical Score /5
1	Description and clarity of space request	<ul style="list-style-type: none"> • Purpose of the research and research space and requirements are clearly defined (new space, modified space, anticipated and potential use of the space) • Research methodology clearly outlines and justifies the use of space; purpose, goals, outcomes or objectives of the research is clearly defined; 	
2	Training and pedagogy Principle 1 –	<ul style="list-style-type: none"> • Does the space contribute to advanced and/or applied training of students? What opportunities does it provide to students? • Contributes to the integration of research and teaching. 	
3	Significance/ relevance Principle 2 –	<ul style="list-style-type: none"> • Pedagogical, regional, and scholarly impact • Contributes to the development or capacity of the region, relevant to the region. 	
4	Innovation Principle 3 -	<ul style="list-style-type: none"> • Does the research program or project have funding and potential for external support. • Evidence of external resources, support, and commitment – or potential for these. • Are there external agency / industry expectations/ requirements? (Letters of support may be attached) 	
5	UFV sustainability/ faculty – Principle 4	<ul style="list-style-type: none"> • Space use can contribute to new faculty (i.e. within the first 5 years at UFV), or faculty who are renewing their energy to develop their research program and sustainability. • Contributes to collaborative work with faculty. • Impact on the applicant's own scholarly and/or pedagogical development; the research activity is part of an emerging, developing or continuing program of work. 	
6	Planning and use of space, lifespan of space Principle 5 – Principle 6 –	<ul style="list-style-type: none"> • Request for space identifies the time and space commitment. The request explains why the space is not available through existing resources (faculty offices, existing research labs, teaching labs). • Plan for multiple users, multifunction within the research space. • Using the space for teaching in conjunction with research. 	
7	Scholarly Significance or Relevance of Project	<ul style="list-style-type: none"> • Scholarship clearly contributes to the applicant's discipline(s), or area(s) of study (this has been explained in the application) • Enables other research, scholarship, and learning activities 	
8	Project Commitment, feasibility and planning	<ul style="list-style-type: none"> • Request shows that appropriate planning and preparation have been undertaken in consideration of space. Activity or project has clear timeline of steps or stages in the research process (evidence of planning) • strong likelihood of successful completion of the activity or project • Includes a CV from the last 5 years 	

	Total Score /40	NOTE: You must achieve a minimum score of 3 in each category, in order to be ranked.	
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NOTE: Any application for a grant (principle 2) would include the space needs prior to the grant submission. Contact would be made with the Research Office to ensure adequate planning and notice.

Allocation of Research Space

Principles for the Allocation of Research Space

The following principles are drawn from the principles of prioritization that have been developed for the review of applications for Research Option and Scholarly Activity releases (2014). The principles are consistent with UFV's legislative mandate as a regional, primarily undergraduate teaching intensive university; its strategic goals to provide the best undergraduate education in Canada; to be a leader of social, cultural, economic and environmentally responsible development of the Fraser Valley and the communities in it; and to be innovative, entrepreneurial, and accountable in support of these goals. These principles are reflected in the values and goals of research and scholarly activity at UFV as outlined in the introduction to the university's Strategic Research Plan 2016 - 2020. The principles for prioritization will support applications for diverse research space proposals. These proposals may be discipline specific or apply across a range of disciplines, sub-disciplines or areas of study.

Principle #1

Faculty research space which provides direct and meaningful student experience in research and learning opportunities for UFV students will be prioritized. Students participating in faculty research or scholarly projects must be involved, contributing, and learning at multiple points in the study (i.e. in data collection, analysis, synthesis and presentation of results). The research may reflect broad interdisciplinary opportunities and also informs the university's mandate to deliver the best undergraduate education.

Principle #2

Faculty research or scholarship that is applicable, relevant, or contributes to being a leader of social, cultural, economic, and environmentally responsible development in the Fraser Valley. In accordance with UFV's strategic direction and mandate, faculty research is not geographically delimited; rather, faculty research will identify how it relates to, or informs, regional or community needs, aspirations or development. Research should endeavour to contribute to the capacity of the Fraser Valley; by working with local organizations and individuals, and/or demonstrate relevance to the Fraser Valley by informing both researcher(s) and the public of potential solutions or improvements to existing, perceived, or as-of-yet undiscovered issues. Such an undertaking will facilitate teaching through research.

Principle #3

Faculty research that supports UFV's mandate to be innovative and entrepreneurial through bringing revenue into the university which enables other research, scholarship, and learning activities, will be prioritized. The program of scholarly work would have already obtained a seed grant, established grant, or a response of interest to their work from industry or an external funder. In the case of a new faculty member, a grant or external support must be pursued and proof thereof established but possession of a grant is not immediately requisite – see principle 4.

Principle #4

Requests for research space where it supports the retention of new faculty (i.e. within the first 5 years) will be prioritized. New faculty will need resources so they can be sustained in research and teaching –

this means the space may contribute to new faculty developing their research program, and provide opportunities for mentoring of new faculty. Research that contributes to the scholarship of teaching and learning, and/or extends the application of the faculty member's (new or ongoing) expertise into new areas as it relates to the integration of research into teaching, are also a priority. Faculty who have submitted previous request for research space, and have been unsuccessful, may be prioritized here.

Principle #5

Faculty research space that is shared and involves multiple users, multiple projects, are multi-purpose, and can maximize the use of research space will be prioritized.

Principle #6

Faculty research that considers the life span of space and how it transitions when the research is completed, phased into another project, or could include the possibility of support for other teaching, will be prioritized. It will be important for the space to contribute to some of the costs, and be sustainable.

Administration of Research Space Review

Research space applications should be submitted by the Faculty member. If the space is required as part of a grant, this request should be included with the grant application, in a separate document, to the Research Office. (Granting councils do not necessarily want the details of the research space but will require research space allocation.)

Based on the principles and criteria, review of the submissions will be conducted by:

- AVP Research, Engagement, and Graduate Studies
- Director, Research Services & Industry Liaison
- Dean, of the appropriate area
- One or two faculty members, preferably including a grant recipient who is knowledgeable about space requirements for research of the type being conducted.
- Consultation will be conducted with the Director of Campus Planning and Resource Development and the Space Allocation Committee.

Approval is given by the Provost and Vice-President Academic.

Physical allocation specifics of space is determined in joint efforts with:

- Director of Campus Planning and Resource Development and the Space Allocation Committee
- Facilities
- AVP, REGS and/or Director, Research Services & Industry Liaison

These principles and criteria have been reviewed by the Deans' Caucus.